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ABSTRACT

Many educators believe the master's degree as it has evolved is of questionable significance as a graduate research degree. Others believe the master's signifies a level of professional and academic accomplishment suitable for either the world of work or as a teaching certificate. This report reviews the history and development of the master's degree, the standards required for the earning of the master's degree and its significance, the master's degree in the fields of psychology, science and engineering, international relations, law, and public health. A review is also presented of the master's degree as it trains its recipient to teach in the community or junior college or the college and university, or to be an administrator in the elementary and secondary schools. (HS)

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A Matter of Degree: The Setting for Contemporary Master's Programs

William V. Mayville

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Foreword

Many Educators believe the master's degree is of questionable significance as a graduate research degree. Others believe the master's signifies a level of professional and academic accomplishment suitable for either the world of work or as a teaching certificate. This report, by William V. Mayville, a research associate on the Clearinghouse staff, explores the variety of opinions about contemporary master's programs, presents a brief historical sketch, and discusses the credentials versus standards debate relative to master's degrees..

This is the ninth in a new series of Clearinghouse reports to be published by the American Association for Higher Education (AAHE). In addition to the report series, the Clearinghouse also prepares brief reviews on topical problems in higher education that are distributed by AAHE as *Research Currents.*

Carl J. Lange, Director
ERIC Clearinghouse on Higher Education
January 1973

Contents

1.	PAST AND PRESENT MASTER'S DEGREES	1
2.	CREDENTIALS VERSUS STANDARDS	5
	A Perspective	5
	Master's Degree Standards	7
3.	MASTER'S DEGREES AND THE PROFESSIONS	11
	The Master's Degree in Psychology	12
	The Master's Degree in Science and Engineering	13
	The Master's Degree in International Relations	14
	The Master's Degree in Law	15
	The Master's Degree in Public Health	16
	Individualized Master's Programs	17
	Experimental TV Master's Program for Engineers	19
	Summary	20
4.	MASTER'S DEGREES AND THE ACADEMY	23
	Community/Junior College Teachers	24
	College and University Teachers	26
	Some Secondary and Elementary School Master's Programs for Administrators	33
	Summary	35
5.	CONCLUSIONS	37
	BIBLIOGRAPHY	41

1 Past and Present Master's Degrees

On April 3, 1972, the New York Times carried a story entitled "Master's Degrees Scored in Survey." Conducted by New York's State Department of Education, the survey committee found:

> . . . many master's programs – especially at the public colleges – were ill-conceived and loosely administered and served no clear end . . . . [According to the study] "it would seem that an attitude of collusive mediocrity has been adopted among students, faculty and administrators at the master's level . . ." (Farber, 1972).

The master's degree, in the view of many educators, has lost its aura of legitimacy as a full-fledged graduate degree.

The master's degree did not always signify a level of scholarship but often of dues paid and time served. As used in England in 1597, a "master" meant a teacher and a scholar of authority and, in the academic sense, derived from the latin *magister*: meaning the holder of a specific degree, and originally conveying authority to teach at a university (Onions, p. 1214). A contemporary definition from the *Encyclopedia of Education* (Blisher, p. 193) epitomizes the master's degree as "formerly a modest research degree" and now generally a "fourth-year course of further study, often including a dissertation."

The Master of Arts degree began at the University of Paris in the twelfth century and signified a licensed teacher on the faculty of arts (Spurr, p. 63). After two years of study in the arts, and if the student were at least 14 years old, he could become a

"bachelor" or apprentice teacher. After 5 or 6 years he underwent a formal public examination, received a license from the university chancellor, and was initiated into the guild of masters. Eventually, 7 years became associated with the degree, and when the English baccalaureate became a 4-year degree, the master's degree was awarded more or less automatically to anyone in good standing 3 years after the baccalaureate.

Harvard College, founded in 1636, adopted the British model for the baccalaureate, the master's being awarded for 3 years study beyond the B.A. While the doctorate was generally the preferred form of graduate degree on the Continent, the master's degree was the highest earned degree in England and subsequently in America. In 1642, when Harvard graduated its first class, the master's degree indicated rigorous academic achievement; however, by the early nineteenth century the master's degree at Harvard and all higher educational institutions in the U.S. had little if any scholarly meaning.

> The master's degree *in cursu* came to be referred to humorously by students as the master's degree, "of course." Its requirements in practice were summarized in student language as "keeping out of jail for three years and paying the five-dollar fee (Eells, 1963, pp. 72-75).

An attempt was made to restore the degree to scholarly status when the University of Michigan Regents in 1858 approved requirements that included taking two courses a semester for one year, passing an examination, and presenting a thesis to the faculty (Eells, p. 77). Thereafter, the University of North Carolina, the University of Georgia, as well as Harvard adopted these requirements, while the former consideration of a 3-year degree without residence or examinations was abandoned.

When the doctorate was introduced first at Yale (1861) and later at Johns Hopkins (1876), the German idea of research scholar became the rule at major American universities, as the doctorate supplanted the master's degree in recognition of highest formal academic attainment; however, when first introduced the Ph.D. was not intended as a prerequisite for appointment as a college teacher (French, p. 540). It is significant that originally the

Board at Johns Hopkins did not regard the Ph.D. and M.A. as separate degrees; instead they regarded the Ph.D. as an extension of the M.A. In the university register it was described as the degree of Master of Arts and Doctor of Philosophy. In Spurr's view (1970, p. 80; 1971, p. 550) the downgrading of contemporary master's programs results from allowing promising students to matriculate in doctoral programs without first earning a master's degree. This downgrading in importance, says Spurr, relegates the master's degree to second-class or consolation-prize status.

Such was not the intention at Johns Hopkins when the Master of Arts was first awarded as a degree separate from the doctorate in 1909. The degree was authorized in concert with the expansion of offerings in education and the admission of women to graduate studies. The requirements included two years of study beyond the bachelor's degree and the submission of an essay, so called to distinguish it from the doctoral dissertation. In explanation the Board of Johns Hopkins comments:

> The requirement of two years was explained as due to the fact that the A.M. was looked upon as a teachers' degree and it was held that a student could not be properly oriented in a single year in a subject which he was expected to teach. However, it was not an investigative degree and was declared not to be a consolation prize for a research worker who had fallen short of success (French, p. 340).

Thus, Johns Hopkins in effect anticipated the controversy over the research aspect of present-day master's degrees by declaring it "not an investigative degree." Furthermore, by expanding the time requirement from one year (the case at many other universities) to two years, the academic value of the degree to the prospective teachers in the program as well as to their future employers was considerably enhanced.

Stansbury, in a 1939 study to solicit constructive criticism by secondary level teachers about their master's programs, determined that 75 percent of liberal arts master's degrees were earned by public school teachers (Spurr, 1970, p. 68). He concluded that the master's degree could be conceived as primarily for public school teachers and recommended that a lenient admissions polic

be adopted by graduate schools; he also urged that programs be strengthened through better guidance procedures and more adequate curricula.

Presently, the master's degree can be no longer thought of as a teacher's degree. In 1963, 37 percent of all master's degrees awarded were in the field of education with the arts, humanities, and social sciences representing and projected to represent a sizeable proportion of master's degrees awarded (Grigg, 1967, p. 57). However, with the introduction of the Master of Science degree and the subsequent proliferation of nomenclature added onto master's degrees, the academic significance of the degree is once again in doubt.

The great variety of types of master's degrees has fostered a tremendous disparity in admissions and degree requirements and an accompanying puzzle over what these degrees mean in academic terms. As Grigg indicates:

> There has been continual expansion in the number and types of master's degrees until today there are more than 150 different master's degrees offered in the United States. Most of these are technical, vocational, or technological degrees, such as the Master of Science in Poultry Husbandry, Master of Science in Textile Manufacturing, or Master of Professional Accountancy, Master of Education (M.Ed.), Master of Fine Arts (M.F.A.), Master of Public Administration (M.P.A.), and Master of Social Work (M.S.W.) (Grigg, p. 56).

Clearly, many of the technical or vocational degrees were never intended to signify academic or intellectual pursuit in traditional terms. They were created to serve society's needs on occasion totally apart from the traditionally inherent needs or concerns of graduate schools and faculties. In effect, the master's degree has become the handmaiden of diverse purposes, to the alarm of many educators and to the applause of others.

This paper explores developments of some present-day master's programs in the professions (Chapter 3) and examines some teacher preparation programs for college, junior college, and secondary-level instruction and administration (Chapter 4). The broad outlines of the topic are considered in Chapter 2 within the framework of the debate over certification for professional roles in society. A summary and conclusion are provided in Chapter 5.

2 Credentials versus Standards

A Perspective

> Among the most obvious continuing functions of higher education – as from medieval times – is that it should certify and authorize the suitable young to serve the community as professionals. If society demands graduates for its use, the natural (and the profitable) thing is to produce them. But what is 'use'? Most people prefer to concentrate on short term and instrumental goals and, generally speaking they want the universities to do the same (Niblett, 1970, p. 243).

Contained in that terse comment are the seeds of the controversy about the credentialing purpose of universities and colleges. The public sector demands more accountability of higher education institutions to the needs of society and is concerned less about what universities conceive as their special mission.

Clark Kerr believes the 1970's will be a time when higher education will be viewed more as a quasi-public utility. Mortimer, in quoting Kerr to this effect, notes that this is based on two assumptions that seem commonplace among executive and legislative groups:

> First, institutions of higher education tend to protect their own vested interests to the detriment of the broader public interest. . . . Second, higher education is a commodity or service, similar to electricity and telephones, to be provided to the public at a regulated cost (Mortimer, 1972, pp. 47-48).

Martin (in Niblett, 1970) comments on the issue of social accountability from the perspective of public interest groups:

> . . . parents and the general public demand that students shall be certified as professionally and socially fit for society. These certification requirements, as Jencks and Riesman emphasize, are 'constantly adjusted in order to ensure satisfactory socialization' (p. 87).

Many state boards of education along with those within colleges and universities are examining their programs with an eye to economy and to professional standards in the light of pressure for public accountability, especially at the graduate level. As mentioned earlier, the types of master's programs offered are highly diverse and with this diversity, lack of a common notion about what constitutes a master's program has created a widely flourishing disparity in program offerings. At smaller universities and colleges, many teacher certification programs leading to a master's degree were added onto existing undergraduate programs, with the same faculty teaching both master's students and advanced undergraduates in the same courses.

In a recent study, a New York State Commission examined the types and value of master's degrees awarded in that state. Generally, it found much to criticize about the level of master's work (graduate versus undergraduate) and the inconsistent standards applied at both public and private institutions. The commission admits the chief reason for the growth of master's programs across the state was their own imposed elementary and secondary teacher certification requirements (*Masters Degrees in the State of New York,* 1972, p. 11). The study also notes that among nondegree students – who comprise a half or more of graduate enrollment at many colleges – the principal interest in continuing their education is to improve their credentials (*Master's Degrees in* . . ., p. 12). One commentator summarizes this rationale as follows:

> Most students are in college to accumulate credits or courses leading to diplomas that certify these persons as professionally competent and socially acceptable for high standing in our social stratification system. Students are not much attracted to school work for which they receive no official recognition or reward (Niblett, p. 18).

In response to the pragmatic value commonly attached to higher education degrees by the public as well as by students, William McGlothlin observes that colleges of arts and sciences offer at least fifty professional and preprofessional curricula:

> About two-thirds of the bachelor's and first degrees given in the United States are awarded in professional fields. There is obvious danger that the college of arts and sciences will become more and more of a professional school. Its offerings in the basic arts and sciences may be so compressed that they become superficial and cursory rather than penetrating and stimulating further studies (McGlothlin, 1964, p. 39).

Niblett believes that in view of historical realities, it ought to be admitted that institutions of higher education have been and are instrumentalities of established values with a mandate to educate for certification (Niblett, p. 88).

However, there are others who reason that it is possible to both certify and educate if goals are properly defined, especially in regard to master's degrees. At the 10th Annual Conference of the Council of Graduate Schools in the United States, Dean Francis M. Boddy of the University of Minnesota finds that many master's degrees like many bachelor's degree programs, are "professionally practice-oriented" (Boddy, 1970, p. 135). As characterized by Dean Boddy:

> . . . a master's degree implies that the person is familiar with the general area of the subject, has some competence to follow along on his own – but only some competence to do this in areas in which he has a particular interest; has sufficient mastery of the field to be called a historian or an economist or a chemist or whatever; but that he is by no means at the level in which we can essentially certify, saying we can't do any more for him, anything else he is going to have to do to educate himself from now on is on his own. Because this, I think, is the criterion of the Ph.D. (Boddy, p. 9).

Master's Degree Standards

Like the doctorate, master's degrees are considered by many educators to represent a certain identifiable level of scholarly

achievement. The Council of Graduate Schools suggests that a major portion of a student's courses (over 50 percent) should be at the "graduate level" or courses from which undergraduates are excluded. Furthermore, "the program should not include courses which are remedial or designed to remove deficiencies." The Council on Graduate Schools also recommends "command of appropriate scholarly tools," and "research seminars" and "investigation experiences" or preparation of a thesis or research reports. . . ." (Council of Graduate Schools in the United States, 1968).

The attempt to create standards for master's programs is not new. As reported by Stephen Spurr (1970), committees of the American Association of University Professors (AAUP) in 1932 and the Association of American Universities (AAU) in 1935 and 1936 attempted to state clearly what standards would apply to master's degrees. By 1945, the AAU asserted by way of criticism of master's programs that admissions and administrative procedures as well as instruction methods were deficient. Master's "admission procedures were found to be less uniform . . . than for the baccalaureate or the doctorate."

> Many M.A. students were simply not of graduate caliber and much M.A. work was found to be undergraduate in its character .... Master's instruction was found to involve too often a continuation of undergraduate course procedures with too much emphasis being placed upon the accumulation of facts, unnecessary duplication of courses, and insufficient subject matter content in courses designed for secondary school teachers (Spurr, 1970, p. 69).

In contemporary terms, the summary of findings of the New York State study of their master's degree granting institutions indicates that little has been accomplished since the AAU's 1945 remarks. The New York state researchers found master's degree programs "loosely administered" with a "lack of strong central authority" and "unnecessary duplication of programs" and "variability in standards for faculty and student performance." Also, students admitted as candidates for master's degrees had "qualifications ranging from very good to mediocre" (p. 59). The

study committee also cited variance in prerequisites for the degree. Often there are no prerequisite guidelines followed regarding language requirements and number of hours required to complete a program, as well as "no common denominator such as systematic training in research, a thesis, or comprehensive examinations" (p. 61).

However, the most telling remark of the committee was the observation that:

> . . . only one out of ten of as many as twenty students enrolled in many of the courses thus developed at the non-doctoral institution are seriously interested in the academic goals of the program that these courses are designed to reach; the rest of the class is composed of *part-time students* [emphasis added] who come from work to better themselves professionally, often by taking whatever subject is offered at a convenient time or place (p. 64).

This criticism is commonplace among those within graduate schools. However, questions have been raised as to whether this is a fair criticism as well as to whether professionals who seek master's degrees as an additional credential should be subject to the prejudice of academicians who only wish to teach Ph.D.-motivated students.

The fundamental issue is whether external pressures brought to bear on individuals to gain graduate credits or degrees should be a clarion call to universities to create degree programs in response to these pressures. In the case of elementary and secondary teacher certification, programs have been especially created to satisfy state requirements. Also the great surge in graduate enrollment has brought with it a multitude of new programs for professionals and academics along with a modification of graduate degree requirements. These changes in requirements have brought about a concomitant change in attitude on the part of professional associations, the general public, and the university community itself. Some of these attitude changes will be explored in the following chapters.

3 Master's Degrees and the Professions

Charles Grigg (1967), explaining statistics based on numbers of men and women who received "professional" master's in 1963, noted the numbers of both men and women receiving this certification declined. In 1953, 72 percent of all master's awarded to women (51.1 to men) were in the broad category of professional fields including education; however, by 1963, the percentage had declined to 61.9 (41.8 for men). He concludes that ". . . a smaller proportion of both men and women are now seeking master's degrees in professional fields than was formerly the case" (Grigg, p. 58).

One reason for this decline is the necessity of doctoral study to obtain professional status either within or outside of the university. Yet recently there has been a recognition by members of professional associations, independent study groups, and by the university community that a doctorate is not necessary for individuals to be effective, functioning professionals in society. As a reflection of this trend, one dean of graduate studies is quoted as saying his university "should encourage professional master's degrees," explaining that these programs "can be easily supported by the people in the community" and that the first professional degree programs "are already the base of the University's graduate programs" (*American University Graduate*, p. 2). In this chapter this viewpoint is amplified by various spokesmen in fields chosen to represent changes or proposals for change in professional level master's programs. Master's degrees in law and in public health are also considered.

The Master's Degree in Psychology

Recently a memorandum was written by members of the American Psychological Association's "Task Force on Master's Level Education," concerning "The M.A. degree in psychology as an entry level into technical-professional occupations, and the need for accrediting programs offering such degrees" (p. 1). The Task Force quoted the recommendation of the Southern Regional Educational Board (SREB) and the American Psychological Association joint conference, to set the problem in context (*Master's Level Education* . . . (1970), p. 78):

> To meet the problem of coping with an increasingly stressful environment, the American public urgently needs a corps of effective applied behavioral scientists. Development of programs leading to a professional master's degree in psychology, directed toward the practical utilization of research findings, is one way in which American psychology can help to meet this need. Such a master's degree should be focused upon the attainment of competence in basic applicable principles of behavioral science, and in reality skills that equip the recipient to apply these principles and skills to the *problem of the community*. Since the requirements of different communities vary, no specific guidelines for content of the master's program should be established; instead, program innovation and flexibility, responsive to the needs of the *community* and the time, should be encouraged. The people who are trained in these programs, which are intended specifically to produce effective social change agents, should be recognized as the full-fledged professionals they are.

The emphasis on community needs is significant in the context of research shortcomings cited by critics as being endemic to master's degree programs (see Chapter 2). The Task Force indicates that "exposing the students to a faculty that is actively engaged in service and research as well as teaching" is one way to bridge the gap between the didactic and practical aspects of the program (p. 4). Finally, it is stated that master's programs in psychology should include experience structured to make continuation toward the doctorate possible. However, the doctorate should not be required for participation in the psychological community (pp. 4-5).

This opinion of the American Psychological Association Task Force was clearly in evidence in the views of Dr. Erasmus L. Hoch, past president of the Michigan Psychological Association and administrative officer for the psychology department at the University of Michigan. He commented there is a belief that psychologists are not meeting contemporary social needs because much of their educational training is irrelevant to those needs. Some of the areas of social needs include drug-help centers, 24-hour telephone counseling lines, and walk-in clinics. He comments further that "universities cannot produce Ph.D.'s fast enough to fill all these roles, nor does the doctorate experience seem necessary for each of them." In some fields – school, vocational, or family counseling – persons with less than a Ph.D. are identified as psychologists by the general public. As Hoch puts it, the profession of psychology is finally catching up with reality (Hoch, 1972).

To accurately mirror the needs of particular clienteles, Ronald Kurz of APA's Office of Educational Affairs expresses his belief that:

> To be effective, master's programs will have to train people for local needs. While doctoral programs have, for the most part, had national goals, the master's programs should most probably have local ones (p. 17).

He also recommends that "master's programs will have to be encouraged to develop a far greater diversity of goals and approaches to these goals than doctoral programs."

The Master's Degree in Science and Engineering

Dean Henry V. Bohm of Wayne State University in a speech given before the Council of Graduate Schools in 1970 observes that science and engineering students continue into master's degree work with a frequency almost twice that of all traditional disciplines combined, thereby reflecting the demands of these students for an additional professional credential (Bohm, p. 15). While Bohm applauds the efforts of some highly challenging

master's programs, especially at small, non-Ph.D. granting institutions, he suggests that the student might be better off at a school that offers a doctorate. His reasoning is that the research quality and sophistication a student of science encounters might easily allow him or her to complete the master's degree in a shorter period of time and would facilitate entry into the doctoral phase if desired.

Bohm believes the increase in part-time students signals a continuing trend due to limitations on funds to support both graduate research and graduate students (p. 11). While this trend is not deplored by Bohm, as by some educators, he does fear that research requirements will be de-emphasized, specifically the thesis part of master's work. However, the so-called hyphenated master's degrees, for example, a degree that would combine engineering and social sciences, in his view would be a more relevant approach to the sciences and engineering. In fact, he prefers it to an overly specialized program of study not readily applicable to the problems of contemporary society. And finally, Bohm believes the master's degree is a more appropriate level to treat the practical rather than the theoretical aspects of science and engineering – the theoretical would be concentrated on at the Ph.D. level.

The Master's Degree in International Relations

In a recent informal proposal to his department, a graduate dean in international relations made some significant comments about the use and purpose of master's programs, a proposal that expresses a change in his own thinking (Gregg, 1972). He considers the M.A. an extension of the undergraduate liberal arts education (see Mayhew, 1972 and Chapter 5) rather than a distinct graduate degree linked by requirements to the Ph.D. Furthermore, he sees the M.A. in the graduate department as a broadening and deepening of the bachelor's degree and in his proposal suggests several ways to accomplish this end. He reiterates the importance of maintaining the integrity of the Ph.D. as a research degree and suggests that admission to the program be restricted to a small select group of students who show great promise of being

competent teachers and scholars. He also comments that to him the M.A. is not necessarily a research degree, although he suggests a thesis might be a desirable end to the program. The thesis, he believes, would require a fairly extensive exercise in research and writing related to the career intentions of the student if possible.

In the context of the master's degree serving professional needs, the dean comments that since the Department of State is recruiting foreign service officers increasingly from schools of management, and international service careers require skills in systems management and knowledge of organization behavior, a cross-disciplinary master's degree in public administration might be considered (Gregg, p. 4). The needs of society thus would be directly responded to and the individual student is provided with a certificate appropriate to his professional goals.

The Master's Degree in Law

Such cross-disciplinary training to satisfy professional needs is certainly not unique; however, the form it takes and the graduate level of study do vary. At Cornell a law student may study toward a J.D. degree as well as an M.B.A. or M.P.A. (many other law schools have similar programs). Separate application and acceptance by all schools are required (*Cornell University Announcements,* p. 15). This combination of degrees should equip a recent law school graduate to fit a specific job description, whereas the J.D. allows no particular specialization. The LL.M. is awarded only after the J.D. and is a refinement credential of the J.D. in that, while one could teach law with a J.D. or the older LL.B., the LL.M. signifies an especially high competency in a specialized area of legal research.

For example, at Stanford the J.S.M. is only open to applicants "who give promise of distinction in their work" with emphasis on the development of "a special competence in a particular branch of the law" or in preparation for a "specialized career in teaching or research" (*Stanford University Bulletin.* Series 26, No. 7 (August 72):22). These selection criteria sound

much like the description of some Ph.D. programs; yet there is also a J.S.D. degree.

There are those who argue that an undergraduate major in law should be established and only 2 years required for a first professional degree in law. If such a scheme were adopted, it might seem reasonable to add an additional year and incorporate the present LL.M., i.e., awarding an LL.M. as a first professional degree – thus allowing the student to specialize in a chosen field – with the J.S.D. as the final research degree, similar to other humanistic disciplines.[1]

The Master's Degree in Public Health

Another instance of an additional professional master's degree being required after award of a doctorate to satisfy professional needs is in medicine. The Master's Degree of Public Health program finds 29 percent of its students men and women with M.D.'s and Ph.D.'s, students with bachelor's degrees being the most frequent matriculants (11.7% hold master's degrees) (Goldston, and Padilla, p. 66). The Master of Public Health is considered a generalist degree, while the Master of Science is thought to prepare a specialist (p. 56, 57); so that someone with a doctorate, a specialist, must receive additional training of a generalist nature.

In the field of public health, the NIMH study discovered 15 different types of master's degrees awarded by schools in the U.S., with "no clearly identifiable difference in program content or training procedures required among these degrees" (p. 56). The differences in programs were attributed to:

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[1] See *Training for the Public Professions of the Law, 1971,* Association of American Law Schools, September 7, 1971 and *New Directions in Legal Education* by Herbert L. Packer and Thomas Ehrlich (McGraw Hill, 1972) for discussion of alternative legal education programs, particularly regarding time to complete the legal training and whether it is feasible to shorten the time to degree.

> . . . the development of schools by accretion and the diverse educational and experience requirements for admission, the tendency of each school to maintain its individuality, the development of specific degree programs to meet needs of certain professions, and also as a product of the variety of interest of students attending the schools (Goldston and Padilla, 1971).

In this respect, the needs of professionals and peculiar professional orientation of individual communities are manifest by a diversity of degree titles.

Individualized Master's Programs

Two master's degrees are offered at George Washington in Washington, D.C., that are constituted to meet a growing interest in cross-disciplinary, individualized programs – the Master of Arts in Special Studies and the Master of Science in Special Studies. In his proposal to the Graduate School of Arts and Sciences, Dean Long (1970) commented that:

> The needs of society change so rapidly that the curriculum offered by any one department no longer meets the needs of a growing number of students. Therefore, the Faculty of the Graduate School of Arts and Sciences is offering a new degree, two years old, entitled Master of Arts and Master of Science in Special Studies. The purpose of the degree is to allow the student to select courses from all the schools of the University with only minimum constraints. The degree requires 36 hours of graduate level work, of which no more than one-third may be from courses offered by single departments, and a plurality of the courses must be within the offerings of the Graduate School of Arts and Sciences. There are no theses nor tool requirements. A written comprehensive examination is required to illustrate the uses to which students are putting this academic innovation. A few cases are described as follows:
>
> (1) A student who was a volunteer at Washington Free Clinic for two years was unable to find a program designed to aid him in his work relating to Mental Health services. He found such a program at our University. His program requires him to take courses such as Sociology (Law and Society), Psychology (Community Mental Health), Epidemiology (Human Ecology); involving a total of 6 departments; 3 schools and 1 Consortium.

(2) A young lady who has worked as a head nurse in the Renal Department of the Georgetown University Hospital needed a program to enable her to specialize in the field of renal nursing. She found the program at our University would adequately prepare her for this work. Her program is based upon courses in Anatomy, Physiology, Health Care Systems, Psychology, Personnel Management, Education; representing 7 departments, 4 schools.

(3) A student presently employed by the District of Columbia government is working with emotionally disturbed youths in the juvenile delinquency and drug abuse areas, and he was unsuccessful in finding an educational program which fulfilled his particular needs. His program at the University meets his requirements and involves courses in Psychology, Anthropology, Forensic Science, Philosophy drawing upon 5 departments.

The program has been very successful, and is now the third largest master's degree program. The caliber of students who have enrolled is considerably better than the average student in other curriculums, and numerous governmental and private agencies have supported the program through tuition grants.

These master's degrees are deemed appropriate for more mature students whose career needs cross academic fields and for whom no definite curriculum exists. Some of the fields for which programs exist are: current legal opinions; management techniques (including data processing procedures); educational trends, e.g., in personnel training and development; or the impact of socio-political theory on decisionmaking in business or government.

There is a distinction made between master's programs developed for the student in cooperation with the Graduate School of Arts and Sciences and those offered as "packages" to designated occupational populations. The first such "package" was a master's combined in religion and medical care offered under the auspices of the Department of Religion. All courses were given at off-campus centers and were administered by the College of General Studies. The program included both "professional and academic" work. Thirty-six hours of course work were required with or without a thesis and the passing of a written comprehensive examination.

In addition, a tool requirement was satisfied either by passing a foreign language reading examination or by supervised clinical pastoral education. The entrance requirements were rather well defined, requiring:

> . . . a first professional theological degree; or a Bachelor of Arts degree with a major in Religion from the University, or an equivalent degree; or acceptable academic work required of entering medical students who have not earned a Bachelor's degree, but who are pursuing the degree of Doctor of Medicine.

Subsequent master's degrees offered by the College of General Studies with the approval of the Graduate School of Arts and Sciences include Investigative Techniques, Urban Learning, and Legislative Affairs. An undergraduate degree and a cumulative gradepoint average that varies from C+ to B are required to matriculate in these programs.

These degrees are not set up as preliminary master's degrees leading to the doctorate. There was an effort made in the past by the departments participating in the program to ensure courses are taught by faculty having Ph.D.'s. There are exceptions. For example, a professional improvement workshop given to teachers in Anne Arundel County Public Schools might be taught by a teacher without a Ph.D. but with the requisite training – for instance, in the teaching of reading to elementary school children. The Maryland State Department of Education requirements would be satisfied for certification renewal purposes and graduate credit would be awarded by the University.

Experimental TV Master's Program for Engineers

Another program of a highly individual character has been proposed to meet the needs of engineering professionals. The National Science Foundation recently awarded a $99,528 grant to the University of Southern California to develop experimental television courses designed for refresher and retraining purposes, to plan an experimental program to award master's degree equivalency certificates in the field of engineering to television

participants, and to establish two Los Angeles County classroom facilities. The Aerospace Corporation and Hughes Aircraft have signed to participate in the engineering program along with the Space and Missiles system organization, a U.S. Air Force agency. The courses will be transmitted throughout the Los Angeles area. Four television channels and four studio classrooms make it possible to transmit four different courses each hour. Students in remote classrooms can be in touch with their instructors by a two-way audio system. It is noted that the "program is concerned with developing alternative approaches to graduate level degrees in science and engineering." (*National Science Foundation News*, NSF 72-160, August 16, 1972)

Summary

It is obvious that professional master's degrees have evolved to an extent to satisfy the needs of clientele outside the university proper; many of these programs are administered by individuals within the academic community who are consultants to business, industry or the government. Certain recommendations for professional master's programs are common:

- They should be useful to the student in a "career-ladder" sense;
- They should, therefore, entail experiences of a practical rather than a purely theoretical nature;
- A distinction should be made between a research degree per se, i.e., Ph.D., and an information, broadening type post-baccalaureate degree;
- There is benefit in cross disciplinary study; and
- Part-time students may be the prime beneficiaries of this type of master's degree, with the exception of law and medicine.

There is some question as to whether professional master's programs should be constructed to eliminate students with non-doctoral aspirations or whether, as APA suggests, professional master's be devised to permit students to enter doctoral programs with no loss of time for prerequisites (research tools, etc.).

Dean Buford of Villanova comments that the vocational aspects of the Master's Degree will probably continue to dominate the first level of graduate experience but warns that "such a concept *implies* [emphasis added] terminal considerations and does not logically or philosophically correspond with the basic concepts of doctoral study." There is also a consideration that if the Master's Degree is primarily a vocational experience, "there is a serious danger that the vocational concepts [will become] outmoded and the student may find that his graduate degree is soon out of date" (Buford, 1972, pp. 68-69).

The Educational Testing Service in cooperation with the Council of Graduate Schools in the United States and the Graduate Record Examination Board is currently conducting a survey on alternate approaches to graduate education that will be published in the fall of 1973.[1] When this study is completed a more detailed picture will emerge of how universities are responding to increased pressures for accountability in view of the continued expansion of graduate degree programs.

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[1] One such study that includes undergraduate as well as graduate programs is John R. Valley's *Increasing the Options,* published by the College Entrance Examination Board in 1972.

4 Master's Degrees and the Academy

Within the academic community, where the relative worth of degree programs is debated, the master's degree is viewed with mixed emotions. The holder of a master's degree who seeks employment at a university or community/junior college may find either his credential is not enough unless he has taken some doctoral training (as would be the case at a 4-year college or university) or it is not suitable to the educational needs of the clientele he might teach (as in the case of a community/junior college). Public school teachers in most states are required to pursue post-baccalaureate work up to the master's level at least in number of credit hours if not in actual award of the degree. With these collective pressures brought to bear on one degree – in many cases a necessary stop on the way to the doctorate; in other cases, a necessary job certificate – it is no wonder the intent of master's degree programs varies as greatly as it does.

Obviously, no one graduate degree, particularly an intermediate graduate degree, can incorporate into one curriculum all the parameters to satisfy both graduate departments and professional requirements for certification. Nevertheless, there are currently attempts to "upgrade" master's degrees in professional fields (as has been noted in the field of psychology in Chapter 3), so that a recipient of that degree may continue into a doctoral program or enter the world of work with the appropriate academic and professional training.

In the academic community, the need for appropriate graduate credentials necessary to teach on any given level has left

still largely unresolved the types of curricula to accommodate the needs of teachers on these various levels as well as the degree designations appropriate to signify a teacher as professional on any given level. There are teachers who hold master's degrees on the 4-year and 2-year college levels as well as on the secondary and elementary levels, most of whom feel compelled to pursue an intermediate or first graduate degree.

In this chapter the types of master's degrees created to prepare college and junior college teachers are reviewed, including the Master of Philosophy at Yale and the Master's plus Specialist degree at the University of Iowa. The Master of Philosophy is a degree designed to prepare the recipient to teach at the college level, without having to write a doctoral dissertation. The master's plus Educational Specialist degree was created to give community/junior college teachers an acquaintance with the philosophy of education of those institutions as well as to prepare students academically and practically, by intern programs, to teach more effectively in these colleges. Also reviewed are the implications of the changing orientation of master's programs preparing secondary and elementary teachers and administrators.

Community/Junior College Teachers

The advent of community/junior colleges, with a special purpose to serve a broad range of social and educational needs in local communities, created problems in staffing peculiar to these postsecondary institutions. What types of credentials were most appropriate to educate their clientele? Wattenbarger notes that 33 percent of junior college teachers are recruited from secondary schools (In Young Park, Teacher Preparation Programs and the Junior College. American Association of Junior Colleges. *Junior College Research Review* 5 (January 1971).

However, in Young Park's view "little attention is given to whether an individual has the ability to teach. The major criterion seems to be whether or not he has a master's degree in the subject matter taught." Park goes on to say that even though an individual may have had extensive teaching experience on the junior college

level, "it is debatable whether this experience gives the prospective teacher any particular knowledge either about the junior college or how to cause learning." Park then argues for teacher-training research to aid in the development of administrators and faculty who understand the mission of the community/junior college and who know how to teach most effectively in that environment. Since graduate schools are the major producers of junior college faculty, Park looks to them to develop research programs to provide the data necessary for effective training of teachers.

That this problem persists is reflected in a series of articles in *Community and Junior College Journal*, October 1972, entitled "Teaching in the Peoples College." One writer comments:

> Many of the faculty are just completing master's degrees and have no teaching experience. The faculty bring diverse kinds of preparation and exhibit a wide range of attitudes toward the community college student. Frequently, they have an unrealistic notion of the real heart and mission of the community college. It is difficult for them to accept the fact that some community college students only want a course or two, that others are career oriented, and that only a small percentage will go on to a four-year institution (Keehan, p. 16).

In an effort to deal with this situation, the University of Iowa has designed a program to prepare community/junior college teachers. According to Duane D. Anderson, opposition to this program comes from "traditionally conservative graduate departments," which already offer high-quality programs for teachers. Secondly, there is "no consensus among those who recruit community/junior college teaching staff about what kind of training should be offered;" consequently, it will be difficult for their institutions to implement such a program. Anderson says:

> Chairmen of academic departments at the university level must be convinced that the role to be performed by two-year college teachers in their discipline requires a substantially different type of preparation, or at least a different emphasis on the content and sequence of courses, than is required by the typical candidate working for the research degree. Until this understanding is reached, little substantive progress can be made (Anderson, p. 19).

In Iowa's program, academic departments are asked to develop a sequence of courses that would be appropriate to preparing community/junior college instructors as a condition for receiving fellowship aid. When an applicant finishes his program, a master's degree is awarded by the participating department.

In addition to, and concurrent with, this program, a student may take "a sequence of courses drawn from throughout the university, designed to provide the individual with the professional expertise in the area of college teaching." As a part of his experience, the student serves an internship at a community college. During his time there, he is required to "identify a significant problem facing the department where he will teach and submit this as a research proposal. He then designs an investigation which is carried out during this one semester internship and culminates in a research report." When the student completes the professional education part of his program as well as the internship, he is awarded the Ed.S. or a specialist degree in college teaching. Graduates of the program are deans, department chairmen, and faculty members at many two-year colleges in the U.S. (Anderson, p. 19).

The program at the University of Iowa is an effort to bridge the gap between, in Park's words, "subject-matter respectibility and professional training" (Park, p. 2). Another such program is the junior college teacher program at UCLA whose stated purpose is not only to train teachers to work in junior colleges but also to cause change within the junior college system (Park, p. 2). These innovations are a sign that graduate degree programs can accommodate the theoretical and practical needs of community/junior college teachers in particular.

College and University Teachers

In colleges and universities the debate over teaching versus research and whether the doctorate should be other than a research-oriented degree is still current. Also current is that in spite of a "surplus" of Ph.D.'s in many fields, individuals with master's degrees continue to outnumber Ph.D.'s on faculties at colleges and universities. In 1965, William DeVane commented:

> The number of doctors of philosophy teaching in the colleges has declined to approximately 24 percent of the faculty; and as a consequence the independent college has had to be content with greater proportions of men and women holding only the master's degree (DeVane, p. 153).

By 1968, 51 percent of experienced college and university faculty had the Ph.D., while 25 percent of those who began teaching at this level had the doctorate or an equivalent degree.

However, the question of how many master's versus doctorate holders teach, especially at the undergraduate level in the larger universities, may be moot:

> . . . the burden of teaching has in large part fallen upon graduate assistants – a condition that is good neither for the undergraduate nor for the hard-pressed graduate student whose attention is distracted from his own educational progress (DeVane, p. 153).

Thus, in the scramble for the only credential of significance to most graduate departments, and perhaps the only credential to ensure them tenure, graduate students, who themselves are deeply concerned about their own research progress, are asked to be responsible for teaching a large percentage of undergraduate courses. This experience might be very beneficial in training perspective teachers, yet not many universities have effective programs to specifically aid the graduate student to be a competent teacher at this level.[1] He is, after all, primarily being rewarded for his research capabilities in his own graduate courses.

Fred M. Hechinger in a *New York Times* article (Hechinger, July 19, 1970) comments that the reason efforts to "reform" the Ph.D. or establish separate, teaching-oriented degrees have failed is partly due to the "conservatism of institutions and departments dominated by the very men who have been trained in the traditional fashion."

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[1] See Wahlquist (1970) and Axelrod (1959) for a summary of exemplary types of past and present college teacher training programs at the graduate level.

> Another reason is that, for purposes of research, the Ph.D. requirements have been quite satisfactory. But the most important reason is that special teaching degrees below the Ph.D. level have represented a lower level of status and prestige. The Doctor of Education, the principal degree for the public school administrator, is an example of an effort that has failed to gain the status enjoyed by the Ph.D. (Hechinger, July 19, 1970).

Several universities have attempted to deal with this predicament of no suitable degree designed especially for college teachers. In most cases a new type of master's degree is substituted; in other cases a new degree, the Doctor of Arts (D.A.), has been proposed and implemented. Wahlquist (1970) concludes that the D.A. recipients will probably serve in community/junior colleges or 4-year colleges but that the persons holding this degree may be viewed with some suspicion as having less than the "best" credential, i.e., Ph.D.[1] On the other hand the "intermediate" master's degree, such as that offered by the University of Toronto and Yale may gain greater acceptance because of the prestige of the schools awarding the degree and because of the nature of the program. In fact, according to the Yale Bulletin, "except in special programs where the Master of Arts or Master of Science degree is the highest offered, the Master of Philosophy will be the only degree other than the Ph.D. for students entering in 1968 and thereafter (Yale Bulletin, p. 17)." It is still possible to be awarded an M.A. but in combination with a B.A., and then only exceptional students are eligible for this distinction. The fields in which the Master of Arts is still awarded beyond the B.A. are Administrative Science, International and Foreign Economic Administration, International Relations, East Asian Studies, and

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[1] Robert H. Koenker, Dean of the Graduate School, Ball State University has compiled statistics on the "Status of the Doctor of Arts Degree" as of November 30, 1972. He notes the number of institutions offering, planning to offer, or considering the D.A. degree has decreased from 87 in 1971, to 60 in 1972. He attributes this decline to "the oversupply of doctoral graduates, the uncertainty of the times in graduate education, the restrictions on new doctoral programs imposed by many state boards for higher education, and the financial problems which currently face many institutions of higher learning."

Russian and East European Studies. These are considered as terminal master's degrees in fields that are, it turns out, cross-disciplinary in nature, whereas in the traditional arts and sciences only the Master of Philosophy or Ph.D. is awarded.[1]

The University of Toronto began the Master of Philosophy program in 1964-65, a program similar to those in operation in England at the University of Cambridge, London, and Reading. The degree was created "to meet needs not served by the Ph.D. program" (Wahlquist, p. 12). In 1970, the University of Toronto committee reviewed the Master of Philosophy program and determined it was a success, in that several of its graduates were teaching in major Canadian universities and in other colleges, with Master of Philosophy holders in line as candidates for Ph.D.'s. According to Wahlquist (1970, p. 12), it was probably Toronto's success with their program that influenced Yale to implement the Master of Philosophy, instead of the Doctor of Arts.

Beginning in the fall of 1968, Yale's Master of Philosophy was to be awarded to students who completed all Ph.D. requirements except the dissertation. The rationale for discontinuing all but clearly terminal master's programs resulted from the feeling that the master's degree "had lost distinct meaning at Yale" just as, according to the committee, it had lost such meaning nationally. After finding that the chief stumbling block to completing the Yale Ph.D. was the dissertation, it was decided that, rather than lose otherwise capable people, the Master of Philosophy would serve as a terminal degree for these students. (The Yale University Bulletin for 1971-72 states that, in general, candidates will only be admitted into the program if they plan to continue on for the doctorate (p. 189).) As Wahlquist suggests, if the Yale Master of Philosophy gains widespread recognition, it would become an acceptable credential for teaching undergraduate students, especially for instruction in the general education of the

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[1] Mayhew (1972, p. 84) notes that a July 3, 1971 letter from the present dean of the graduate school at Yale University indicates that "within the past year eight departments have voted to recommend that we re-establish the M.A. and M.S."

first two years of college. Whether the holders of Master of Philosophy degrees would be hired for this purpose is another matter, since graduate assistants, as pointed out earlier, often teach these courses as a matter of gaining teaching experience but, more significantly in the era of tight budgets, also as an economy measure by graduate departments. However, the surplus of Ph.D.'s might not be hired before Master of Philosophy recipients, in spite of higher education's apparent predeliction for the Ph.D. as a college teaching credential. Arliss Roaden, dean of the Graduate School at Ohio State, comments:

> ... why, with Ph.D.'s wanting to get into Ph.D.-granting institutions, why have we not employed them at greater rates over the past several years? We have found for one reason that we can get the job done far more economically by utilizing teaching assistants and teaching associates and other lower-priced manpower, and I doubt if we are being realistic by thinking that there will be a massive change in the employment of Ph.D.'s in two-year institutions when there clearly has been no massive change in the employment of Ph.D.'s in the institutions that granted them (Roaden, (1970) p. 13).

Impacting on many practices is a survey conducted in spring 1972 that found student-faculty ratios were increasing especially at the undergraduate level due to budget restrictions. Whether Master of Philosophy recipients would be hired before Ph.D.'s, or for that matter even normal master's degree holders, is certainly not resolved. Furthermore, there was verification of the study hypothesis that (1) student-faculty ratios of 20:1 could be easily demonstrated (thereby indicating no need to hire additional faculty) and, more importantly, (2) that faculty, students, and administrators at the institutions surveyed would agree that higher ratios over those existing a decade ago had not deteriorated the quality of education provided (Behrens, October 1972, p. 5). This being the case, an even stronger argument can be made that those with master's degrees or less will continue to teach undergraduates at colleges and universities. It might also be predicted that no significant hiring of Ph.D.'s or those with intermediate teaching-oriented degrees will take place. The question of a loss of quality

in undergraduate instruction and the whole issue of what credential is most appropriate may be moot, to be decided by matters of the purse.

Wahlquist, who questions whether any graduate degree is a guarantee of good college teaching, comments:

> Good teaching can be done by persons who do not hold the Ph.D. degree. Certainly, down through the years, since the first colonial college, most undergraduate instruction has been by the holders of bachelor's and later, master's degrees. Many leaders think the trouble in college education really started when the Ph.D. research-oriented specialists started to substitute their special interest courses for the traditional general courses (Wahlquist, p. 14, 15).

This speaks to the dilemma in graduate training of teachers, which is clearly set for those who teach in the graduate schools. They themselves must both teach and perform research to be regarded as bona fide members of their respective departments.

Alternative degrees, introduced primarily to encourage graduate students with a proclivity for college teaching, could conceivably be a device for identifying possible future graduate faculty members, rather than exclusively limited to certifying undergraduate faculty. If a definition of what constitutes acceptable research at the Master of Philosophy level were reached, then it might be feasible to consider it as a graduate degree similar to a Ph.D. but with a greater emphasis on teaching. Just as some master's programs have thesis options, Ph.D. programs could offer a similar option.

Graduate research training differs greatly from discipline to discipline. One writer looks at the history of the research doctorate in this country and comments on the negative results to scholarship in literary studies.

> Graduate schools arose at a time in history when the German universities were engaged in a strong rennaissance of learning. Part of the task of modernizing knowledge before it could be successfully advanced was the assiduous collection of fact; each new fact was therefore regarded as a significant conquest. The

> early success of the method in virgin areas of knowledge caused the ideal of ammassing facts to spread to all fields and to become a fixed technique of scholarship. The rewards were at first abundant, especially in the new fields of science, but grew scarcer and poorer in the older fields of learning as they were more intensively cultivated. The technique lingered, however, and the scholars became narrower and narrower specialists. In the study of literature, for example, this method tended to produce a barren philology, and the distinction between information and wisdom was often lost. The fact-gathering technique unfortunately has become a fixed procedure in the preparation of too many doctoral dissertations (DeVane, p. 153).

The whole question of whether a one-year master's degree and not a Master of Philosophy or similar degree (Candidate in Philosophy, etc.) can adequately prepare a student to perform individual research or make a significant contribution to our knowledge of the world and ourselves is an important one to ask. It is an enigma that a degree suitable to cultivate good teaching methods may not also cultivate the ability to perform research.

Addressing the issue of the great emphasis on research for the Ph.D. in biology, Dr. E. J. Boell of Yale stresses that a teacher with a master's degree or a similar credential can be recognized by his peers as highly competent:

> . . . in many places the emphasis has been so predominantly on the production of the research scientist that there has been too little attention given to the qualities of the individual as teacher . . . . the most eminent professor of biology in our department does not have a Ph.D. degree, but he is the most outstanding teacher in terms of the production of important individuals in his area that we have in this country, perhaps in the world (Boell, p. 40).

Other individuals and groups believe that the creation of new degrees responds to no real need in graduate education. In a study performed at Stanford University (1972) the question of alternative degrees to the research-oriented Ph.D. was discussed. In the context of the supplemental statement of the Doctor of Arts degree (1972), where the Council on Graduate Schools in the

United States recommends that "teaching experience" is the ultimate purpose of the Doctor of Arts program, the Stanford committee concisely comments:

> A college-level teacher needs the experience of research in order to work critically with the materials of his discipline. The master's degree already exists to recognize scholarly attainments beyond the undergraduate level. We see no virtue in duplicating the master's program at a slightly more advanced level. (Stanford University (June 1972), p. 103).

Thus, the matter of alternatives to the master's degree and the controversy over teaching versus research comes full circle.

Some Secondary and Elementary School Master's Programs for Administrators

Master's programs differ greatly with respect to certifying elementary and secondary teachers and administrators. The kinds of master's found appropriate to that level of instruction are as disparate as the notions of what most suitably prepares college teachers.

A survey of some special types of master's programs on the secondary and elementary level reveals curricula that are practical in nature rather than focused on theoretical research primarily engaged in by the students. The three master's programs mentioned here have a common element of significant school-community interaction. In other respects they resemble the community/junior college internship concept.

Winthrop College in South Carolina offers a cooperative school-college master's program for training guidance-instruction specialists. Its stated purpose is to prepare teachers to exert leadership as change agents in the development of elementary school educational programs. The course work consists of a 36-hour master's degree suited to actual school environments, with classrooms serving as laboratories for both school- and campus-based courses. Areas covered by the curriculum are

elementary school counseling, projects in curriculum and educational psychology, individualized teaching, studies in learning disorders, sociological analysis in the schools, educational program evaluation, group processes, and a counseling practicum.

In June 1968, the Department of Educational Administration and Supervision at the University of Tennessee began a program with a similar practical focus to prepare teachers for "entry-level administrative positions" as change agents for local school districts in southern Appalachia. The program led to a Master of Science in educational administration and supervision and required 15 months of fulltime work. Included were a human relations laboratory (sensitivity training), selected field problems, simulation, an intensive humanities "live-in" seminar, an academic year-long behavioral science seminar, and seminars in change agency, decisionmaking, and group processes. The program also afforded the participants the opportunity to incorporate two short-term internships in their home district during the 15-month period, thus providing an organized program to develop strategies for implementing needed changes in their communities (Hughes, 1971).

A third program offered at the University of Pennsylvania in 1970 was a 2-year master's degree in urban teacher education. The program was comprised of four components: (1) community orientation and study (a 6-week living experience in the inner city while working for the Young Great Society, a black community organization); (2) a one-semester microteaching course; (3) one semester of teaching at an experimental school; (4) a practicum at the Pennsylvania Advancement School (Gibboney, 1970).

These programs indicate the development of curricula in response to specific needs of teachers in their communities and depart from traditional master's level approaches. For training secondary and elementary administrative or teacher personnel such programs are basic to the effectiveness of the student participants in their respective educational environments.

Summary

It is worth recalling the remark by Young Park that "teaching is a skill that must be learned; a master's degree does not necessarily qualify an individual as a teacher" (Park, p. 2). The same judgment has been rendered by graduate faculties about the Ph.D. The creation of new types of degrees or new degree emphasis is one way educators have dealt with the problem of training teachers for junior/community colleges, colleges and universities, and elementary and secondary schools. That the training of teachers is closely related to an understanding of their teaching environment is reflected in the secondary and elementary programs cited. Some junior/community college educators have understood this and developed special graduate programs leading to both a master's and a Specialist in Education degree. However, at the 4-year college and university level there are many views about strategies to develop college faculty, with the issue revolving around the weight research should have in college teacher programs. Some educators make a distinction between research programs and teacher training programs; others believe both research and teaching are implicit in existing Ph.D. as well as master's programs. It is noteworthy that master's programs have provided a focus for teacher training programs on all educational levels.

5 Conclusions

In a recent report published by the National Board on Graduate Education note is taken of the rapid growth in master's degrees awarded (79,497 in 1959-60 compared to 209,387 in 1969-70), and a suggestion is made that a review of the status of this degree is warranted (National Board on Graduate Education, p. 17). This paper has attempted to trace the historic development of the master's degree and briefly outline important aspects brought to bear on the contemporary meaning of the degree both as a professional certificate and signifying a given level of scholarly work.

The debate over credentials needed by professionals and the means by which they are awarded these credentials has centered on academic standards, especially as applied to master's degree programs. In some cases, professional organizations such as the American Psychological Association have determined that a master's degree in psychology fully prepares the recipient for professional recognition by society and entitles that person to full association membership. In other cases, universities such as Stanford have reaffirmed the master's degree as a legitimate, research-oriented graduate degree.

However, universities largely continue to respond to the pressures of social needs by creating master's degree programs to prepare individuals for professional roles outside the university. The individually-styled Master's in Special Studies at George Washington University is one among many such examples. Whether such programs detract from the research or graduate

orientation of master's degrees or whether the master's degree is, in fact, an extension of the undergraduate curriculum, but adequate nonetheless to prepare professionals for job requirements, is still being debated.

As a teaching certificate, the master's degree continues to be the most common credential among teachers at every level. Programs like those at Yale (Master of Philosophy) and those at Iowa (M.A. and Educational Specialist Degree) are an effort to prepare teachers more thoroughly for college and junior/community college teaching, respectively.

In Mayhew's 1972 study, *Reform in Graduate Education,* he makes the following comment about master's programs:

> . . . There is no warranted reason why a master's degree should be research-oriented. If the degree is taken as part of a doctoral program, the research orientation will come afterward, and if the degree is a terminal one its purpose should be primarily broadening or concerned with a technical application of a vocational skill. Second, the master's degree should be reestablished as a normal part of doctoral study. Hence the first year should be quite clearly specified and so designed that it could equally serve as a terminus or as a broad base for more specialized work at the doctoral level . . . If the master's program is designed to develop certain competencies needed for the terminal degree or for progression into doctoral work, then the design should be implicit for a final examination which would both signify the end of master's level work and serve as a qualifying exam for doctoral work (Mayhew, pp. 175-176).

Mayhew's proposal would represent a compromise to those who attach great importance to the master's thesis, such as Dean Bohm (see Chapter 3); however, it does allow the recipient to academically prepare for doctoral training and would anticipate the present and future needs of both students and the professions.

Buford (1972) also comments:

> We should return to the basic considerations of giving a degree of Master of Science and Master of Arts with the curriculum modified and constructed to the extent that less vocational and more liberal knowledge be added to the first level of the graduate experience, and consequently provide more opportunities for traditional independent study (p. 69).

In both Mayhew and Buford's view the master's degree would remain, in essence, a scholarly apprenticeship degree.

Gilman, the first president of Johns Hopkins University, always welcomed "the free-lance scholar who worked to add to his knowledge without reference to a [graduate] degree" (French, p. 343). In the 1970's many master's programs are set up to appeal to the part-time student; although whether these students are thought of by graduate faculty as "free-lance scholars" may be in doubt. Yet the purpose of adding to one's knowledge for whatever goal was the intent of Gilman's approach. One of the concerns of the Panel on Alternate Approaches to Graduate Education is "the growing need for up-to-date, nondegree, continuing education programs for professionals who already have earned degrees" (*Panel on Alternate Approaches to Graduate Education,* 1972). It seems certain that from the programs cited in this paper and the research available and on-going, the master's degree will continue to serve a useful function for both part- and full-time students in strict academic terms and as an appropriate degree for training professionals for social roles.

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The ERIC Clearinghouse on Higher Education abstracts and indexes the current research literature on higher education for publication in the U.S. Office of Education's monthly volume, *Research in Education* (RIE). Readers who wish to order ERIC documents cited in the bibliography should write to the ERIC Document Reproduction Service, Post Office Drawer O, Bethesda, Maryland 20014. When ordering, please specify the ERIC document (ED) number. Unless otherwise noted, documents are available in both microfiche (MF) and hard/photocopy (HC). All microfiche titles cost $0.65; hard/photocopy reproduction costs $3.29 per 100 pages. All orders must be in writing and payment must accompany orders of less than $10.00.

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